

Parents and Teachers' Attitudes Toward Written Communication and Its Impact in The Collaboration Between Them: Problem of Social Study Education

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Abstract

The study has the purpose of analyzing the process of parent – teacher cooperation and the written form communication as a factor with influence in this process. Within the overall purpose, the study also has his specific objectives. It is also analyzed if there exists a statistically significant relationship between written communication and the level of cooperation by Kosovo teachers and parents. The interest of the study was also understanding if there is a statistically significant relationship between attitudes towards written communication and its implementation by Kosovo teachers and parents This study, designed as correlational survey method that was conducted with 298 teachers and 298 parents of third and fourth grade students from urban schools, as well as 297 teachers and 300 parents of third and fourth grade students from rural schools. The alternative hypothesis is that there is a statistically significant relationship between attitudes towards written communication and its implementation by Kosovo teachers and parents. The results show a link between written communication and the level of cooperation of teacher-family. Clearly, the results of the t-test show that there are differences between attitudes towards written communication and its implementation in cooperation. The average attitude of parents and teachers towards written communication is higher than the average of teachers and parents who apply written communication.

Keywords: *communication, written communication, social studies, parent, school, collaboration*

Introduction

The beginning of a century is an appropriate time to reflect on the condition of social studies (Stanley, 2001) and those of social studies education. The field of social studies is unique and complex. Social studies education most commonly refers to the training of professional educators to teach social studies (Russell III, 2012). The article does not treat the objectives of social studies education as a whole, but only it as respect towards cultures and nations focusing on the language diversity while cooperating with the family. Social studies education will continue to evolve as it is affected by events and trends. These include the shifts in schools and school demographics,

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teacher accreditation standards, changes in family, these changes will impact ideological perspectives and influence the direction of the social studies, among which the question of communication.

The importance of parent–teacher collaboration and its positive impact on children is well documented (Henderson & Mapp, 2002; Epstein & Sanders, 2006). The connection between the school and family relates to communication. The lack of effective communication is the greatest barrier to increasing parental involvement (Jesse, 1995). Communication is the factor that strengthens or weakens the relationship between family and school. If communication is positive, it brings benefits to all involved parties, especially to students. On the other hand, if the communication is weak, it can lead to the misunderstandings and thus be an influencer in effective partnership between the family and the school (Martin & Shana, 2002). The way the communication is realized between teachers, especially with students, influences the proper communication between the students themselves. The communication model among the teachers dictates the mode of the communication among students, and the way of the communication between the family and school affects the education of the students towards a convenient communication with each other. This study is designed to determine the views of teachers and parents about communication. It is the influential factor in some negative phenomena in the school such as the fall of the academic success of the students, it also affects the climate of the school, causes school abandonment but also influences the creation of psychological illnesses in the students. In order to prevent it, it is important to know as pupils, teachers, and administrators determine violence and understand what their reasons are (Altuna & Bakerb, 2010), and other effective and adequate communication methods between the school and family.

A family is a group of individuals related by blood, marriage or cohabitation approval. The family should be more involved in their child’s education and participate in school activities. School is the educational institution in which the organized activity of upbringing and education of the young generation takes place. Cooperation with the family helps to increase the school role. Cooperation between school and family are activities and cooperation agreements between them to achieve common goals. Communication is the decisive factor in indispensable interactions and relationships including, but not limited to, businesses, between nations, interpersonal, and parental (Olson & Platt, 2004). “Communications are also the ways which people used to form relationships with each other and understand each other’s feelings” (Cambridge International Dictionary of

English, 1996, p.271). While, parental involvement Epstein and colleagues defined the components of parental involvement to include “parenting, communicating, volunteering or attending, supporting learning at home, partaking in decision making, and working in partnership with the community or schools” (Epstein & Dauber, 1991, p. 289).

Very little research has studied the relationship between written communication and its impact on parent-teacher collaboration. The information that is available concentrates on written communication as a predictor of the level of cooperation between teachers and parents. Based on the literature of social studies education the school must help the family solve the problems that have to do with their child, even with others. The school communicates with the family in multiple ways (e.g. by email, phone, website, youth meetings, workbook, visits at home, etc.) and informs regularly about different school activities. Our study addresses written communication.

The objective of the study is to examine the interrelation of written communication with the level of cooperation therefore. More specifically, the study will investigate whether written communication impacts the average number of meetings that the school has with the family within a school year, this study will address the following research questions. The study has for purpose the realization of two objectives.

The first objective is: To analyze the connection that the written communication can have with the level of teacher – parent cooperation.

Research question: Does the connection between written communication and the level of cooperation parent – teacher exist?

About this goal the assumption that a significant connection exists is also raised between written communication and the level of cooperation by Kosovo teachers and parents.

The second objective of this study is to ascertain if there is a difference between the attitudes towards written communication and its implementation by Kosovo teachers and parents?

Research question:

Are there differences between the attitudes towards written communication and its implementation by Kosovo teachers and parents?

The assumption consists in significant positive expectations for the existence of the significant positive connection between the attitudes towards written communication and its implementation by Kosovo teachers and parents.

Literature review

A meta-analysis of 41 studies examined the relationship between parental involvement and academic achievement, confirming a strong association between them (Jeynes, 2005). Based on the findings of many studies, becomes known the fact that the most influential factor in supporting the success of the pupils is exactly the common communication frequently between the school and the parents (Grant, 2011). However, based on the literature on communication, we also understand that communication negatively affects the family and school if it is not practiced effectively (Bhering, 2003), this is one of the challenges of social studies education. This communication, according to Chambers (1998) begins exactly when the parent enters the school building on the occasion of his/her welcome. According to Sanders (1998), the involvement of the family in the school and the communication between these two cooperating parties influence the improvement of pupils' behavior, the communication must be twofold (Christenson & Sheridan, 2001, Vosler-Hunter, 1989). There must be close cooperation and partnership between the family and the school because in this way they learn from each other. After the exchange of information between them, they will understand specific educational competencies in order for this to be of benefit to the pupils (Silvia, 2010). The education process itself to be successful, must work based on these friendly relationships between teachers and parents of the pupils, then between pupils and the teachers (Swanson et al., 2010). They should build this collaboration on mutual respect and appreciation.

Rimm-Kaufman and Plan (2005) conducted a research in which they implemented an intervention to improve communication. The study included preschool and kindergarten teachers and family workers of 75 children from families with low SES logged the frequency and characteristics of family-school communication, resulting in over 22,000 contacts." Data were collected during a period of implementation of an intervention designed to enhance relationships upon the transition to school. Family demographic information and information about family support for academics at home was assessed through parent interviews and children's behavior problems were measured through teacher questionnaires in preschool and kindergarten. Family-teacher communication decreased between preschool and kindergarten, and there was a shift from shorter to longer types of communication between the two years. Communication differed as a function of the program. Counter to expectation, few family factors and experiences predicted the frequency of family-school communication, and more frequent communication in preschool was unrelated to more

frequent communication in kindergarten. Findings have several implications for practice. Families experience a great decrease in communication between preschool and kindergarten and interventions designed to ease the transition to kindergarten need to either ameliorate the decrease or acknowledge its existence to prepare families. Otherwise, this contrast may be interpreted negatively. Given that our findings show no relation between a family's communication in preschool and kindergarten, it appears that it is not enough to support communication in preschool to ensure frequent communication in kindergarten”(Rimm-Kaufman & Pianta, 2005, p.287).

Effective communication is essential to increase parents' involvement. Effective relationships between parents and teachers are considered as basic in the school's development as the learning community (Schussler, 2003). An interesting point of view is that "teachers and parents can learn from each other" extend this idea to include all partners in the learning enterprise, including policymakers, inspectors, students, community members"(MacBeath et al., p.1). The family should be included in the school not only in focusing on the student's success but also in his discipline in the school, receiving information about his behavior, involvement and participation in school events, in the conferences between teachers and parents, then the help they need to give in the school (Yamamoto et al., 2016). But school is the underlying factor that should contribute to the development of effective communication between her and the family. Researchers have given different ideas on how to achieve effective communication. In addition, we find Caspe's suggestion (2003) that teacher development programs should promote the development of communication skills for the teacher, but also the teacher's own preparation. While Lawrence-Lightfoot, (2004) considers that the development of effective communication happens if there is an appraisal between the parties and trust as well when the concerns are in the mutual direction. Also, we understand that fair and effective communication is also reflected in the ability of parents and teachers to address the problem when a particular concern is expressed to the learner, this is an aspect of effective communication (Allen & Blackston, 2003). Effective communication is essential for building family-school-community partnerships and is the foundation for strengthening relationships and all other partnership efforts. Three central elements are essential for communication as a dynamic, two-way, and mutually beneficial process. Effective communication is the foundation of successful relationships and partnerships. Whether formal or informal, effective communication is respectable and clear. To communicate well, you need to know consciously the skills you need and plan the communication process.

Communication does not always enable a good partnership between school and family. Apart from other factors, communication itself is one barrier in this direction. This factor is one that should be used for effective partnerships between school and family to prevent violence among pupils, among others. Communication between school, family, and community should be mutual and focused on the strong points of the family/parents and pupils and in addressing problems jointly. Communication can be such as direct or indirect, and also disguised or clear (Epstein, N. B., Peshkop, D., Ryan, C., Miller, I., and Keitner, G. I. (1993). Clear communication occurs when messages are clearly spoken and the masked communication occurs when the message is confusing or ambiguous. The family needs to be constantly informed about their child and his/her behavior at school. In order this to be achieved, the family should be actively present in the school and doing so, they will be well-informed. Teachers have a decisive role in making the family more present in school. Researchers Epstein and Doube, in their study, found out that teachers who have a more positive view of parent involvement give more importance to practices such as organizing meetings with parents of all students regarding school programs or sharing positive and negative outcomes with parents, than other teachers.

Strengthening the positive attitudes of teachers is also related to the achievement of success in the “parental involvement” with hard to reach parents. When the teachers involve parents in everyday teaching practices, the parents increase interaction with their children at home, have a more positive feeling about their ability to help their children, a better judgment for the teachers and students improve their attitude and academic performance. Epstein (2001) states that the communication between the school and the family is a very important factor in the involvement and cooperation between the school and the family and also in preventing violence among students. Communication is a rather complex issue and involves speaking, listening, reflecting on the feelings and interpreting of sage themes (Berger, 2000). If the sent message is not adequately interpreted by the recipient, then we have a lack of communication. In communication, it is not important only to talk because it is considered that body language carries 93% of the message. Whereas, Smith (1986) describes hearing as a basis for the interaction among people. Hearing, not speaking, according to him, is the most used form of the communication, with 45% of the verbal communication used to hear, 30% to talk, 16% for reading, and 9% for writing. In the communication between the school and the family, it is important how the school carries out conversations with parents because the communication can be a source of the conflict between the

family and the school (Blue-Banning, Summer, Frankland, Nelson and Beegle, 2004; Tucker & Schwartz, 2013). According to their research studies Ouimette, Feldman, Tung, Chamblin, & Coyne (2002), have concluded that are two main obstacles to creating inclusive and welcoming schools for all parents. First, the parents' ideas about their role in the educating of their children, and second, the existence of the lack of communication between the families and the schools about parental involvement expectations. A study conducted in the Kosovo schools by Kosovo Education Center (KEC) identified two perceived obstacles to the development of sustainable family-based cooperation with school and divides them into two categories: (1) The barrier in providing support to the family, and (2) Obstacles in school-family communication. According to this study, communication is a factor that hinders the cooperation and realization of its sustainability. There are many researchers who have communication between the school and family as the focus of their research. In these studies, we understand that "researchers find that an effective communication between school and the family, and inclusion of the family in school is associated with improving student behavior in school, which in itself contributes to the student academic success" (Hoover-Dempsey, Walker, Jones & Reed, 2002). The effects of the school's communication form on the families have also been researched, and the previous negative experiences of the parents with schools that can affect the family to expect bad news when receiving the communication from the school (Tucker, 2014). Other studies have found that the parents wanted to get more communication from the teachers, especially when there were early signs of an academic or behavioral problem (Smrekar & Cohen-Vogel, 2001). Another study by Adams and Christenson (2000), shows that the communication with the teachers was clearly positively correlated with the level of parental satisfaction with the parent-teacher relationship. The intentions that are made to raise the level of family and the school meetings rarely provide guidelines for the nature or quality of the communication. These findings suggest that regular, proactive, individual, and positive communications are key to improve the parents' attitudes toward the school and increasing their involvement in the school (Tucker, 2014). The school should constantly communicate with the family for any visible change in the student behavior at regular intervals and give opportunities to the family for communication whenever they need it. Common Behavioral Consultation provides a clear opportunity to establish the communication and the work relationships between systems of the family and the school (Christenson & Sheridan, 2001). For example, the specific teacher invitations for the involvement

of the parents may take different forms, including encouraging parents' communication to the child, suggesting ideas for practicing school work or in the community activities related to the child learning. (Hall & Quinn, 2014; Hoover-Dempsey, Walker, Jones & Reed, 2002). In addition, according to the scientific research, co-operation between school and family, the partnership programs and the teacher practices involving the parents' involvement have positive effects on the ability of the parents to help their children throughout the schools years; the school about the parents' judgment on the teacher skills and the quality of the teaching; on the teachers' opinions about the capacity of the parents to help their children with homework at home and on the student opinions for the school (Becker & Epstein, 1982, Epstein, 2001). Communication is the most appropriate area through which the parents want to establish contacts with the school. Parents' positive communication almost always gives positive results to the parents and the teachers. Negative, superficial or insufficient communication almost always leads to problems throughout the school year. Researchers consider that the way we have the parent-parent conversation is definitely important in the communication between the school and the family to prevent violence among the students. In order for this communication to be effective, it must be positive. According to Ratcliff and Hunt (2009, p.499): "For the family members to believe that their thoughts and feelings are respected, the teachers should engage in bilateral communication with the family members who are positive and supportive. When the relationships with the families are built on a positive and healthy communication base, the problems that may arise throughout the year are expected to be Solved positively".

The key to building a relationship of co-operation between families and schools, as in any relationship, is the regular and effective communication. According to Davies (1993) and Moles (1993) this requires that in the interaction between teachers and the school we focus on the qualitative and the quantitative aspects, but although this is known both from the family, also from the school, these factors may encounter barriers to effective communication. Parents may experience psychological barriers for the involvement: unpleasant personal school history, memories of the poor achievements, or poor treatment at school, and personal battles with poor physical or mental health can leave the parents feeling scared by the school authorities and poorly equipped to take part effectively (Finders & Lewis, 1994; Gavin & Greenfield, 1998; Moles, 1993). Then, the lack of confidence in personal teaching skills or the ability to work with parents,

fear of the parental criticism or lack of the knowledge about the strategies that teachers and the schools can offer to the parents for a more effective involvement (Hoover-Dempsey, Bassler & Brissie, 1992). Among other reasons is also that the teachers are often quite unprepared by the pre-service vocational training or in the effective family-school communication service (Evans-Schilling, 1999; Pang & Watkins, 2000). But, of course, communication skills can be developed. The researchers Dinnebeil and Rule (1996) emphasize that the communication skills that significantly affect the parent-teacher relationships can be learned and improved through practice. The supporting roles that parents can play in educating their children should be sustainable topics in communication in the family-school (Henderson, 1987). Communication involves encoding messages, and it serves various goals in multiple levels of occupational, personal and social domains (Stamatis 2013).

Family and school play a fundamental role in the upbringing and educating children; their collaboration is also crucial to the socialization of children. The mission of school and family should be ensured by their constant and mutual support at the institutional and functional level (Dowling 2002). But, if the partnership is not properly managed, it can lead to a genuine conflict between opposing systems of rules to the requirements of the child by family, school or group of friends to be antagonistic (Blandul, 2005). Christenson and Sheridan (2001) on the base of their research pointed out the fact that the climate of a school can support or tie down family relationship and they have examined the effect of approaches and attitudes of teachers towards parents. In an extensive study, J. L. Epstein (2010) focused mainly on the building of relationships between school and family. Also, according to scientific research, the cooperation programs and partnerships among the school-family, and the teachers' practices regarding parent involvement have very positive effects on parents' ability to help their children throughout school years; in assessing the parents about the skills of teachers and the quality of teaching; on the opinion of the teachers about the parents' opportunities to help their children with homework assignments and the student's thinking... (Becker & Epstein, 1982; Epstein, 2001). Based on the literature of social studies education, written communication has been identified as a factor affecting engagement, no scientific research has focused solely on the relationship between written communication and its impact on the level of partnerships between teachers and the school. Taking this into account this study sought to find whether there is a relationship between them. Very little research has studied

the relationship between written communication and its impact on parent-teacher collaboration. The information that is available concentrates on written communication as a predictor of the level of cooperation between teachers and parents. This study used a quantitative framework, as following the article we will detail the rationale and hypotheses for this study, and explains the data collection and analysis process.

Method

The study`s aim

The aim of this study is to identify the impact of written communication on the level of cooperation between parents and teachers, as well as to ascertain if there is a positive or negative correlation between the attitudes towards written communication and its implementation by Kosovo teachers and parents.

Research Design

Our schools face different barriers and problems among which communication parent-teacher is one of them. Therefore, our concern as researchers in this study was the level of communication in our schools. Aiming at exploring this factor which is crucial for the quality of collaboration between parents and teachers, we employed a quantitative research design as it enabled collecting data from a wide geographic zone of our country. For the same reason, questionnaire is also considered as appropriate to apply when collecting data. Through the survey/questionnaire, we gathered opinions from schools and families about the level of collaboration between school and family, identified the number of meetings between parents and teachers during a school year. We designed for a representative sampling from a large population spread throughout a large urban and rural geographical zone. We evaluate this method as appropriate for our study in order to use descriptive correlation analysis while we have presented the results accompanied with explanations. The reason why we decided to work with descriptive statistics was the fact that we had to do with comparison between attitudes of families and schools about collaboration between them, while it is known that descriptive statistics enables avoiding human errors in the way, avoiding any impact in study findings. Further, through descriptive statistics we are able to better represent the distribution of frequencies in a table as well as correlational format. This enabled clarity in representation of findings, accompanied with comments and interpretations. Considering the nature and goal of our study, descriptive statistics is the best way which enables us to explore

the problem of our study. We also used correlational study/statistics. Variables used in this study have a common variance. In order to explore this variance, we conducted correlation between written communication and level of collaboration between parents and teachers. The approach in this study is a quantitative one. This study is an observational analytic one. Therefore, it encompasses both descriptive and correlational designs in itself.

Participants

The population is determined numerically. The type of sample is a stratified random sample. Stratification is done by the respective geographic regions and according to urban/rural (two-dimensional layered samples). The study analyzed the factor of the school information family in vast geography that represents the entire population of the country. The number of samples for each layer is made in order to fulfill the formula $30/2 * \text{number from geographical regions}$. The method of selection was the random selection (proportional to the number from parents and students in school); Lair methods (linear cumulative) of sampling were used. We have determined that the reliability level is 95%, with an error limit of 5%, like most other studies. So in the sample with 1520 subjects who are trusted in 95% of them and if wrong, the error rate is 5%. Consequently, our findings on the worst case are taken at extent 90% because of the size of the sample. With these features, our theoretical champion should have been smaller, almost double from what we have. If we calculate certain (hypothetical) irregularities in the sample and in the administration of the questionnaires then the "excess" participants (in the sense of over-sampling) can compensate for any deficiency that may have come from the alleged irregularities. The study was done in seven regions of Kosovo. The sample included 298 teachers and 265 parents of third and fourth grade students in urban schools, and 297 teachers and 300 parents of third and fourth grade students in rural schools.

Table 1.
Sample of research

Participants	N	%
Teachers of urban schools	298	52.93%
Parents of urban schools	265	47.07%
Teachers of rural schools	297	48.75%
Parents of rural schools	300	52.25%

Research instrument

The instruments used in the study were a questionnaire through which we came to the findings of written communication and collaboration of the parents with the teachers. The questionnaire consists of five Likert scales as "strongly agree", "agree", "undecided", "disagree", "Strongly disagree". The questionnaire consists of the parts labeled as family trust in the school, effective communication, family information, decision-making, support the success of students, the school welcomed family and vice versa, separation of duties and responsibilities and previous experience of school with the family. The questionnaire was developed by us, the researchers. It was used to verify the reliability of the instruments used during the research. From the calculations, it emerged that the "Questionnaire for Teachers" instrument had $\alpha = .870$, which indicates a high level of credibility. Also, the other instrument that was used to collect data from teachers "Questionnaire for Parents", shows $\alpha = .987$ which indicates good credibility. Referring to this scaling, the reliability of the data from the instruments used in the study turns out to be good. Each and every questionnaire is analyzed separately in order to understand its credibility, then each dimension of each questionnaire is analyzed in order to understand the relation between them with the goal of measuring validity. All the analysis are conducted through Cronbach's Alpha coefficient and Pearson's coefficient. Results show that questionnaires guarantee credibility and validity. It is due to Cronbach's coefficient and correlations with statistical significance that we can draw conclusions on the above metric features of surveys/questionnaires. Credibility and validity of questionnaires for teachers are presented in table No 2.

Table 2.

Credibility and validity of questionnaires for teachers

Reability statistics	
Cronbach's Alpha .870	Cronbach's Alpha Based on Standardized Items 0.860

Consistency is acceptable with Cronbach's Alpha coefficient, reported as .870 for questionnaires' for teachers.

While, in table No 2, we also understand that we have acceptable consistency for questionnaires for parents as well, that is, the reported Cronbach's Alpha coefficient here is .987.

Table 3.

Credibility and validity of questionnaires for parents

Reability statistics	
Cronbach's Alpha .987	Contrabah Alpha Based On Standardized Items 0.947

Data collection procedure and data analysis

The data were collected from a group of teachers who were trained prior to data collection. The study is divided into two phases. The first phase of the study is the review and examination of existing literature on the problem. In the second phase, we applied questionnaires. Before conducting a survey, we respected the requirements for quantitative research ethics, such as confidentiality, anonymity, the consent of the persons involved, the right to privacy and the opportunity of attraction.

The data collection process was coordinated with the permission obtained from the Directorate of Education as well as the principals of the schools involved in the research. Questionnaires were distributed to primary and secondary schools in both urban and rural areas to ensure a more heterogeneous and representative sample. During the school visits, we have ensured full confidentiality on data processing and presentation only for scientific purposes. It should be noted that throughout the process of data collection, we have not encountered any hesitation for neither parents nor school teachers to participate in the study. A teacher and a parent each needed about 25-30 minutes to complete the questionnaire. After data collection, the database in the SPSS program has initially been created for the teachers' and parent's questionnaires. After inserting all the data, they have been analyzed, and the statistical data of results have been obtained.

Results and Discussion

This chapter describes the analysis results generated from the data collected. Analysis and results are organized by respecting the objectives of the study, with the purpose of accomplishing them.

First, we aimed to understand if there exists a connection between the parents and the teacher’s attitudes on written form communication and its implementation on the cooperation between these two pairs.

Data gained (see table 4), through statistical analysis between teachers’ attitudes toward written communication and level of collaboration show that the median for the attitude of teachers toward written communication is 2.442, standard deviation .37232, while the median for the level of cooperation is 4.8766. The value of t over the significance of the differences is $t = 6.457$ and sig. of .000

Results indicate that there are statistically important differences between written communication and the level of cooperation. Teachers’ attitudes about written communication are at a higher level than level of collaboration with parents

Table 4.

Written communication and the level of cooperation

Paired Samples Statistics				
	Mean	N	Std.Deviation	Std. Error Mean
Total of written communication & Total of the level of cooperation	6.4452 4.8766	595	.37232 .263280.6373	1.2434

Paired Sample Test

Differences between written communication and the level of cooperation	Paired Differences						
	Mean	Std. Deviation	Std. Error Means	95% Confidence Interval of the Difference		t	sig.(2-tailed)
	Lower	Upper					
	27856	.36654	.01002	27892	14267	6.457	.000

Based on the results (see table 5), data gained through statistical analysis between parents' attitudes toward written communication and level of collaboration show that the median for the attitude of parents toward written communication is 7.3675, standard deviation .26543, while the median for the cooperation is 4.8920. Therefore, based on these results, the attitudes of parents toward written communication show to be more positive/higher than the level of collaboration.

Table 5.
Written communication and the level of cooperation

Paired Samples Statistics				
	Mean	N	Std.Deviation	Std. Error Mean
Total of written communication & Total of the level of cooperation	7.3675	565	.26543	.08730
	4.8920		.46882	.10834

Paired Sample Test

Differences between written communication and the level of cooperation	Paired Differences					
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	sig.(2-Tailed)
	Lower	Upper				
	47633.54381	.07843	.37689	.28291	4.783	.000

Second objective of the study was examination of the connection between written form communication and the level of the parent – teacher cooperation by the urban and rural level. In this study the written form communication consists in relationship with the cooperation level. The data obtained by statistical analysis are shown on the tables below.

Statistical tests (see table 6), to find if distribution was normal when conducted in advance and it was revealed that written communication between teachers and parents and the level of collaboration between them has a high correlation and with statistical significance ($r=.891$, $s=.001$, $n=298$). This means that teachers' written communication with parents impacts the level of collaboration between them.

Table 6.

Correlation between written communication and the level of collaboration based on the attitudes of teachers of the urban environment

	N	Correlation	Sig.
Total of written communication & Total of the level of cooperation	298	.891	.001

The written communication relationship between parents and teachers from urban areas was measured through Pearson's coefficient. Tests measuring conditions for the normal distribution and homogeneity were conducted in advance and it was noticed that there is a positive linear but weak relationship, though with statistical significance ($r=.189$, $s=.000$, $n=265$), see table 7.

Table 7.

Correlation between written communication and the level of collaboration based on the attitudes of parents of the urban environment

	N	Correlation	Sig.
Total of written communication & Total of the level of cooperation	265.189	$s=.000$	

Based on the results (see table 8), the relationship between two variables, written communication and the level of collaboration that parents and teachers have, was investigated through Pearson's test. Tests measuring conditions for normal distribution and homogeneity were conducted in advance. There was found a strong positive linear relationship with statistical significance ($r=.621$, $s=.001$, $n=297$). According to parents' statements, the written communication that teachers has with parents increases the level of collaboration between them

Table 8.

Correlation between written communication and the level of collaboration based on the attitudes of teachers of the rural environment

	N	Correlation	Sig.
Total of written communication & Total of the level of cooperation	297.	.621.	.001

The scale of correlation between the written communication variable and the level of collaboration between teacher and parents variable was investigated by using Pearson's correlation and as it can be seen from final results ($r=.744$, $s=.000$, $n=300$), correlation between teachers' written communication with the family in rural areas is high and with statistical significance.

Table 9.

Correlation between written communication and the level of collaboration based on the attitudes of parents of the rural environment

	N	Correlation	Sig.
Total of written communication & Total of number of the level of cooperation	300	.744	.000

Discussion

About the connection between written communication and the level of parents-teachers cooperation, the results coincide with the expectations. The results show that the study hypothesis is accepted. A positive statistically significant connection between these factors exists. Here, we confirm that statistical significance for communication is $p<0.05$. Results reveal that this relationship in the urban family is ($r=.189$, $p<0.00$), and in the rural family ($r=.621$, $p<0.01$). Among teachers from urban areas, the relationship between communication and level of meetings school-family is ($r=.891$, $p<0.01$), while among teachers from rural areas is ($r=.744$, $p<0.01$). This shows that from a statistical point of view this factor- written communication has an important impact on the involvement of the parents in school. Written communication has resulted and connected with the level of cooperation. The results obtained by the analysis for this objective of the study support the assumption by which the written communication will have a positive connection with the level of cooperation, thus referring the hypothesis zero of the study, according to which positive connections between the factors in question are not supposed. Based on the results, according to parents' statements, the written communication that teachers have with parents increases the level of collaboration between them. The study also finds that it can be ascertained that the correlation between teachers' written communication with the family in rural areas is high and with statistical significance. The findings of the present study suggest that communication has an important impact on the involvement of the family in school, but at the primary school grades in Kosovo is not at the needed level.

And the study of Marchant et al. (2001) also focused on parents' preferred approach to school communication, whose findings show that established school communication should be structured around the needs of parents. Parents indicated that electronic communication from the schools would generate more involvement from them. The study found that the greater percentage of parents, represented by 38% and 31% respectively, preferred the use of electronic sources and combined methods individually.

Compatibility between the written communication and the level of cooperation between teachers and parents is also mentioned by Moore (2015) having noticed which communication methods were considered by the parents as effective, the researcher used Interview to explore the forms of communication the parents thought were less effective for eliciting involvement. The most articulated form of communication that was considered ineffective by the parents was the use of telephone. The parents revealed that in most cases, the calls came when they were not at home. Meanwhile, trying to return all calls was always a primary challenge because they were either at their job or extremely exhausted after the work day. Some parents noted that flyers often contained mistakes in regard to dates and times of events. Alternatively, the printed message due to technology advances, it is always possible to ensure prompt communication and information delivery between teachers and parents.

Despite the two most effective communication methods documented were emails and combined methods. The effectiveness of emails has been supported in the literature because they were rapid and personalized (Miedel & Reynolds, 1999). Miedel and Reynolds (1999), advised the schools to ensure that the means of communication they select to reach parents would motivate the parents to partner with the school system.

The importance of communication also is supported by Kocyigita (2015) who mentioned that the most important step towards better parental involvement is for parents, teachers, and administrators to work together on effective communication. Also, newer technologies could be used to deliver and receive messages constantly. On the other side, Bittle (1975) revealed that communication is really only effective when the used method is accessible to the parents. Bittle demonstrated an increase in parent-initiated contacts when an answering service was made available to the parents by a teacher. Written communication has this advantage. "Reaching the parents in person can be very challenging. Through email, however, there are several platforms

(e.g., mobile phones, computers) that announce incoming emails. Parents are highly comfortable with modern communication and would, therefore, benefit from analogous forms of school communication that mimic those of their everyday world (Ramirez, 2001).

Results obtained by the second objective to ascertain are there differences between the attitudes towards written communication and its implementation by Kosovo teachers and parents, support our assumption according to which there is a statistically significant relationship between attitudes towards written communication and its implementation by Kosovo teachers and parents. The t-test results indicate that there are notable differences between the teachers' attitudes about written communication and the level of their cooperation with parents. Also, the t-test results indicate that there are notable differences between the parents' attitudes about written communication and the level of their cooperation with teachers. Thus, teachers and parents have different attitudes different actions towards written communication. It is not enough that they have a positive attitude towards written communication if they do not undertake concrete actions to implement it. So, results indicate that there are statistically important differences between written communication and the level of cooperation. Teachers' attitudes about written communication are at a higher level than level of collaboration with parents. Therefore, based on these results, the attitudes of parents toward written communication show to be more positive/higher than the level of collaboration. Canker, Deutsch, and Syntonic (2012) mentioned that the communication between parents and teachers that occurs frequently leads to developed trust and responsible relationships between teachers and parents (Cankar et al., 2012). And similarly, Epstein (1995) considers that teachers and parents with established, effective two-way communication have a firm foundation for mutual trust and respect that fosters increases in students' academic achievement.

Conclusion

The study has had for purpose to study the cooperation between parents and teachers and written form communication as an influential factor in this process. Based on the analysis of the study findings, the results have been shown for positive correlation with statistical significance between the factors in question. Based on this we can come to the conclusion that the written form communication connects with the level of the cooperation between parents and teachers.

The other aim of the study on this issue is do the examination of the difference between the attitudes towards written communication and its implementation by Kosovo teachers and parents. the results support four of the six study assumptions for this objective. While, based on results of the study, more specifically the difference between the median of results of teachers and families in relation with their attitudes toward written communication and results on how written communication is conducted in practice-for which data was the level of collaboration, the difference is more than obvious. In other words, despite the attitudes from both these parties, the level of written communication show to be low. To conclude, regarding the school's written communication with the parents, a factor for parents' involvement and in teachers-parents collaboration, it was revealed that it is at a high level and at a medium one. To raise the family and teachers' awareness about effective and substantial communication between them, school and experts should find proper ways for delivering information to them about written communication and its importance and benefit. Teachers should create such conditions which make the parents feel welcomed to communicate, which means making communication easy for them, in this way the family feels they are in focus. School should continuously written communicate with parents about every noticeable change in students' behaviors, in regular intervals, and provide the family with opportunities for communication every time they need it.

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